



## Accessibility Policy & Plan

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to promote equality and diversity and tackle any form of discrimination. We seek to remove any barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global level and implement necessary actions in relation to ethnicity, religion or belief and social economic background.

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Signed by:



Headteacher

25/02/2020

Date: \_\_\_\_\_

Chair of Governors

Date: \_\_\_\_\_

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## 1. **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:-

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

## 2. **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a specialized Transition unit which supports the more complex needs pupils in their transition from primary to high school. The provision allows pupils additional time to get used to the working independence required within a mainstream secondary, without impacting negatively on their academic performance.</p> <p>School expects all teachers to practice Quality First Teaching, meaning that all pupils within their class can access the lesson commensurate to their abilities.</p> <p>Classroom practices are adapted for those with disabilities to ensure that access is never a barrier towards education (e.g. downstairs computer suite).</p> <p>Targets are set for pupils in consultation with their IEPs, which are shared electronically via the Pupil portal for all teaching staff to utilize during their planning.</p> <p>HoDs regularly review the schemes of work to ensure that pupils' needs are met by the challenge of the work set.</p> <p>Information on pupils' needs is shared via Pupil passports, and a half-termly email, indicating pupils that need</p>	<p>For pupils to successfully transition from the protective environment of primary education to the more independent secondary setting.</p> <p>For pupils to be able to access all mainstream lessons with the peers.</p> <p>For pupils to be able to undertake qualifications that set high expectations for all SEND pupils.</p> <p>For appropriate provision to be provided that challenges and develops those that cannot fully access a mainstream education.</p>	<p>Prepare carefully for transition and new needs arising.</p> <p>Review current curriculum resources to provide inclusive materials within the classroom.</p> <p>Review student performance top ensure that the appropriate resources are being applied to meet their needs.</p> <p>Training for staff to inform classroom practice in meeting the needs of ALL pupils.</p>	<p>SENDCo / HoDs / Classroom teachers</p>	<p>Ongoing</p>	<p>School is always engaging and challenging for pupils with SEND, and all activities are accessible within their school day.</p>

	additional teaching support in the classroom.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:-</p> <ul style="list-style-type: none"> <li>▪ Ramps</li> <li>▪ Lift</li> <li>▪ Corridor width</li> <li>▪ Disabled parking bays</li> <li>▪ Disabled toilets</li> <li>▪ Library shelves at wheelchair-accessible height</li> <li>▪ Individual adapted equipment based on needs</li> </ul>	<p>To continue to work with the local authority and archdiocese to ensure the site is accessible for student's needs.</p> <p>To continue to investigate funding opportunities to further improve accessibility and facilities.</p> <p>Ensure all new maintenance/refurbishment projects comply with appropriate regulations.</p>	<p>Prepare carefully for transition and new needs arising.</p> <p>Review risk assessments and ascertain need.</p>	SBM / SENCO/ PREMISES MANAGER	Ongoing	Site always accessible for the needs of pupils with SEND, staff, parents and visitors with disabilities.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:-</p> <ul style="list-style-type: none"> <li>▪ Internal signage</li> <li>▪ Large print resources</li> <li>▪ Induction loops</li> <li>▪ Pictorial or symbolic representations</li> <li>▪ Sign language</li> </ul> <p>Our school uses alternative means of gathering student work to demonstrate understanding. This includes:</p> <ul style="list-style-type: none"> <li>▪ Written</li> <li>▪ Spoken</li> <li>▪ Video</li> <li>▪ Speech-to-Text</li> <li>▪ Scribe</li> <li>▪ Photos</li> </ul>	Pupils can both receive and record information easily, to demonstrate their knowledge, without other barriers.	Continual assessment of the current practices being implemented and their suitability for the pupils utilising them.	SENDCo	Ongoing	Pupils best work will be recorded and assessed/

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4. **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. **Links with other policies**

This accessibility plan is linked to the following policies and documents:-

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Intimate Care Policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Multiple buildings including one and two storey	No immediate action required	N/A	N/A
Corridor access	<p>Most corridors are of acceptable width. Some external access is via a step, however generally an alternative route on the level can be found for most areas of school.</p> <p>All newly refurbished access areas now comply with regulations, ie replacement doors, science labs.</p>	To continue to modify and improve non-compliant areas as funds allow.	SBM / PM	Ongoing
Lifts	One lift to access the first floor of Humanities and Maths block	Continue to maintain lift as required under statutory compliance. Seek possibility of new lift to access first floor of remaining block for English, RE and IT	SBM / PM	Ongoing
Parking bays	3 designated disabled parking bays	No immediate action required	N/A	N/A
Entrances	<p>Main entrance to building is accessed via a ramp.</p> <p>All newly refurbished doorways now comply with regulations and are accessed via a ramp if necessary</p>	To continue to modify and improve non-compliant areas as funds allow.	SBM / PM	Ongoing
Ramps	All newly refurbished doorways now comply with regulations and are accessed via a ramp if necessary	To continue to modify and improve non-compliant areas as funds allow.	SBM / PM	Ongoing
Toilets	<ul style="list-style-type: none"> <li>▪ 1 disabled toilet in the Science block (pizza hut)</li> <li>▪ 1 disabled toilet on first floor of Humanities block</li> <li>▪ 1 disabled toilet in PE department</li> <li>▪ 1 disabled toilet in main reception area</li> <li>▪ 1 disabled toilet in main building</li> <li>▪ Accessible toilets within most pupil areas.</li> </ul>	<p>To explore the possibility of improving disabled toilet facilities nearest to transition/learning zone to include changing and hoist facilities for more complex disabilities.</p> <p>As toilets are refurbished to ensure compliance.</p>	SBM/PM	Ongoing
Reception area	Accessible via ramp. Secure access button at appropriate height for entry. Invenry system adjustable	Continue to review and improve access if situation arises	SBM / PM	Ongoing
Internal signage	All buildings specific to departments with clear classroom signage	Continue to review and improve signage if situation arises	SBM / PM	Ongoing
Emergency escape routes	<p>Clear signage identifying safe evacuation route.</p> <p>PEP for pupils with physical impairments</p> <p>Visual sounders in some external areas to aid awareness, ie tennis courts</p>	No immediate action required	N/A	N/A